

Education for Homeless Children and Youth (EHCY) Program

Three-Year Grant Application Instructions



Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin

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INSTRUCTIONS for Applicants Seeking a Three-Year EHCY Program Grant

9550-XC-Yr3-Instr (New 05-09)

I. Overview/Purpose

The Department of Public Instruction's (DPI) Education for Homeless Children and Youth (EHCY) program is offering Wisconsin school districts an opportunity to apply for a Three-Year McKinney-Vento Homeless Education Assistance Act Grant. While the intent of this grant cycle is to assure districts continual funding over three academic years, each year's district grant award may vary, depending upon the United States Department of Education's (USDE) annual federal grant award received by the DPI. Please see "Forms, Applications, and Guidance" at <http://www.dpi.wi.gov/homeless> to obtain the *Three-Year McKinney-Vento Grant Application Form* PI 9550-XC (Rev. 05-09) and *EHCY Three-Year Plan and Evaluation Form* PI 9550-XC-Plan (Rev. 05-09).

Please Note: The DPI also offers an American Recovery and Reinvestment Act (ARRA) EHCY grant application. Please see "Forms, Applications, and Guidance" at <http://www.dpi.wi.gov/homeless> for additional information. **Previously funded Three-Year grantees are also eligible to apply for ARRA funds as part of the Three-Year grant application. All other applicants must decide to apply for either an ARRA or Three-Year EHCY grant, but cannot apply for both.**

II. Grant Period Timelines/Awards

The Three-Year EHCY grant application program will cover the academic years of July 1, 2009, through June 30, 2012. Grant funds may be discontinued at the end of any academic year if little or no progress is being made toward the district's stated goals and objectives. Refer to the funding table below for maximum budget allocations based on the numbers of children and youth who are homeless that will be participating in the program.

Number of Homeless Students (Children and Youth) Enrolled*	Maximum Annual Award**
0 – 30	No Award
31 – 100	\$15,000
101 – 149	\$30,000
150 – 2,000	\$75,000
Over 2,000	\$160,000

Additional ARRA Grant Funds

Previously funded Three-Year awardees may apply for ARRA funds, if additional funding is available.

Number of Homeless Students (Children and Youth) Enrolled	Maximum Annual Award**
31-2,000	\$35,000
Over 2,000	\$70,000

The DPI will award available funds on a competitive basis using the following criteria:

1. The number of homeless children and youth;
2. The educational and support service needs of children and youth experiencing homelessness;
3. The quality of the proposed program, including how the proposed use of funds will facilitate identification of students who are homeless;
4. Enrollment, retention, and educational success of children and youth in homeless situations;
5. The extent to which the program will help close the achievement gap; and
6. The district's percentage of students eligible for free and reduced lunch.

* The grant award will be based on the number of children and youth who were homeless and enrolled from July 1 through April 30 of the current school year combined with the number of homeless children and youth enrolled during the prior two fiscal years as reported to the DPI in the annual *ESEA Consolidated End-of-Year Report*.

School districts or CESAs, on behalf of school districts forming consortia, may request a maximum grant amount based on the combined number of children and youth enrolled as homeless by the members of the consortium, e.g., two school districts with a total of 31 homeless students between them would qualify for a grant up to \$15,000.

A CESA or lead district must be designated on the application, and all participating entities must sign the application.

** Under unusual circumstances, a district may receive more than the maximum grant award.

Legislative Compliance

Grant funds may only be used for the 16 activities outlined under section 723 (4)(d) authorized activities of the McKinney-Vento Homeless Education Assistance Act (Appendix A).

Important

Grant funds must be used in such a manner as to provide services to **all** identified children and youth who are homeless. (For example: The district will hire an EHCY program coordinator to meet with parents/guardians/unaccompanied youth to discuss their educational rights, help them enroll in school, and ensure that they receive services to allow the student to meet the same challenging academic standards that apply to all students. To qualify for a grant, districts must, at their discretion, use Title I funds to support the EHCY program. In addition, grant funds cannot be used exclusively to pay for transportation costs.

III. Data Collection Requirements

The USDE requires grant recipients to collect and analyze data on the academic achievement of students who are homeless. Each student identified as being homeless, at every grade level, will need to be identified, enrolled, and tracked in order to assess academic progress. Grant data collection requirements in part will include:

1. The number of homeless students in the program;
2. The number of homeless students enrolled in the grade levels assessed by the state;
3. The number of students assessed; and
4. The number of such students at or above the state's academic levels.

ARRA Data Collection Requirements (Applies only to previous Three-Year grantees applying for ARRA funds.)

The ARRA has general reporting language that applies to all programs and projects using ARRA funds. No later than 10 days after the end of each calendar quarter, each recipient shall submit a report that contains:

- The *total amount* of recovery funds received;
- The *amount of recovery funds received that were expended or obligated* to projects and activities;
- A *detailed list of all projects and activities* for which recovery funds were expended or obligated including:
 - The *name* of the project or activity;
 - A *description* of the project or activity;
 - An *evaluation* of the completion status of the project or activity;
 - An estimate of the number of *jobs created and the number of jobs retained* by the project or activity; and
- Additional data may be required pending further guidance from the USDE.

IV. Program Responsibilities

The McKinney-Vento Homeless Education Assistance Act has nine major requirements. Public school districts are required to:

1. Identify and immediately enroll children and youth living in homeless situations, including preschool children and unaccompanied youth with or without a disability;
2. Create partnerships with district staff and community agencies for purposes of identification and referrals;
3. Maintain the educational stability for children and youth experiencing homelessness (studies indicate that children may lose between four to six months of educational progress when transferring to different schools);
4. Ensure transportation is provided, at the request of the parent/guardian/unaccompanied child or youth, to the school of origin;
5. Ensure students who are homeless, with or without a disability, have equal access to a free appropriate public education;
6. Remove barriers to enrollment, attendance, and educational programs for children and youth who are homeless;
7. Involve parents/guardians in the education of their children;
8. Ensure students who are homeless have the opportunity to meet the same challenging academic standards that apply to all students; and
9. Ensure students who are homeless are not stigmatized or segregated.

Please see <http://www.dpi.wi.gov/homeless> for additional information on McKinney-Vento legislative requirements.

V. Application Format and Requirements

Applicants must complete two forms to apply for an EHCY program grant:

1. The *Three-Year Application, Education for Homeless Children and Youth (EHCY)*, PI-9550-XC-Yr3-App (Rev. 05-09); and
2. The *Three-Year Plan and Evaluation for Education for Homeless Children and Youth (EHCY) Grant Program*, PI-9550-XC-Yr3-Plan (Rev. 05-09).

Part I

Three-Year Application for the EHCY Grant Program

PI-9550-XC-Yr3-App (Rev. 05-09)

1. Applicants need to complete all sections of pages 1 through 9 of the application. Prior funded districts need to also complete pages 10 and/or 11.
2. Use the **Tab** button while completing the application.
3. Only use numbers when entering dates using the following format: xx/xx/xx.
4. Page size should be standard 8 1/2" x 11", using no smaller than a 10-point font size, and one-inch margins throughout.
5. Sections in the application should not exceed three pages in length. Submissions beyond three pages will **not be considered** when evaluating EHCY program grant applications.
6. Use "EHCY-school district name-year" (EHCY-X School District-2009) when saving the EHCY application to your district files.

Section I – General Information (page 1)

Complete all information.

Section II – Collaboration (page 1)

Enter community agencies that are partnering with the EHCY program.

Section III – Assurances (page 2)

Review grant assurances.

Section IV – Certification/Signatures (page 2)

Review and sign the certification section.

Section V – Certification Covering Debarment (page 3)

Review and sign debarment certification.

Section VI – Consortium Verification (page 4)

Complete with signatures for applicants participating in a consortium.

Section VII – Abstract (page 5)

Briefly describe the need, major activities, and expected outcomes of the application proposal.

Section VIII – EHCY Homeless Population Identification (page 6)

Applicants will need to provide the following:

1. The number of students identified as homeless from July 1, 2008, through April 30 of the current school year;
2. The number of students who were homeless during the prior two fiscal years as reported in the annual *ESEA Consolidated End-of-Year Report*;
3. Low income student data; and
4. The amount of district Title I funding that will be provided to the EHCY program.

Section IX - Statement of Need (page 7)

Complete the charts *Homeless Populations by Living Situation* and *Homeless Student by Category*, and provide a short narrative under "Statement of Need" (page 9) describing the homeless subpopulations within the district. Summary statements may be used to complete this section of the application. If the application is addressing a major initiative or activity that is part of the larger district's EHCY program, briefly describe how the grant-funded portion of the program complements the district-wide program.

Section X – Program Components (page 9)

EHCY program component descriptions should include the following:

Key Components

Describe the key components of your district's EHCY program that will meet the educational needs of children and youth who are homeless and living in a variety of living situations (doubled-up, emergency shelters, transitional living programs, cars, campgrounds, etc.). Grant funds must be used in such a manner as to provide at least one service for **all** identified homeless children and youth.

Closing the Achievement Gap

Describe how the EHCY program will help students be academically successful. The description could include:

1. Comparison of the academic achievement between economically advantaged and disadvantaged students and how this program will help close the achievement gap for students who are homeless; and
2. Services preschool children and unaccompanied youth will receive.

Parental Involvement

Describe how parents/guardians will be involved in either program activities or in the development of the grant application.

Tutorial Services

If the EHCY program will provide tutorial services, please include the following information:

1. Alternative education program information, if applicable;
2. Number of students who are homeless and who will receive tutorial services;
3. How student will be referred to the program;
4. Number of tutorial hours per week the student who is homeless will receive;
5. How each student's academic progress will be evaluated;
6. Specific assessment tools the tutorial program will use to measure academic progress;
7. How often academic progress will be measured;
8. How the tutorial program is aligned with the local curriculum and the Wisconsin Model Academic Standards and/or the Wisconsin Model Early Learning Standards;
9. The record keeping system to be used to track academic progress; and
10. How the tutor will communicate with the student's teachers, counselors, and parents, including the frequency of communications.

How Students Experience the EHCY Program

Describe how a typical student who is homeless would experience the educational services provided through the grant program, including:

1. How the family, child, or youth is referred to the program;
2. How the educational rights of students who are homeless are explained to parents, guardians, or unaccompanied youth; and
3. How the student is assigned to a school, educational, or mentor program.

SECTION XI - BUDGET (pages 10-17)

Complete both the *Budget Detail* and *Budget Summary* sections of the application. Include how funds will be allocated for Three-Year and ARRA grant activities (if applicable).

Part 2

Three-Year Plan and Evaluation for the EHCY Grant Program

PI-9550-XC-Yr3-Plan (Rev. 05-09)

1. Applicants need to complete pages 1 through 9.
2. Use the **Tab** button while completing the application.
3. Only use numbers when entering dates (i.e., xx/xx/xx).
4. Page size should be standard 8 1/2" x 11", using no smaller than a 10-point font size, and one-inch margins throughout.
5. Sections in the application should not exceed three pages in length. Submissions beyond three pages will **not be considered** when evaluating EHCY program grant applications.
6. Use "EHCY-school district name-year" (EHCY-X School District-2009) when saving the EHCY application to your district files.

Applicant Name (page 1)

Enter the applicant's school district name and check the funding year box. Consortia would complete one "Plan and Evaluation" which reflects all member districts.

Goal Completion

Compliance Goals (pages 1-8)

All applicants for the Three-Year EHCY grant must address the nine McKinney-Vento Act requirements listed under "Program Responsibilities" (page 2) by using the existing goals (pages 1-8) or creating alternative ones.

1. If a listed goal on the Three-Year Plan and Evaluation has already been fully achieved or does not address local needs, applicants should replace it with a goal that is more appropriate or relevant.
2. Alternative goals should be inserted under the existing compliance goal.
3. Alternative goals created to replace existing compliance goals need to address the intent of the legislative requirements printed in italics.
4. If existing goals are replaced, the alternative goal's objectives and activities **must be measurable**.
5. The first eight goals are applicable to **all** districts and will be considered a priority for use of grant funds.

See the last page of this document (page 10) for examples of compliance goals.

Academic Goal (page 9)

All applicants must develop **at least one academic goal** (Goal 9) that goes beyond the basic requirements of the McKinney-Vento Act. The academic goal should be designed to be fully achievable no later than the third year of the grant program. See the last page of this document (page 10) for examples of academic goals.

Goals Completed by Prior Three-Year EHCY Grant Awardees (page 9, 10 and/or 11)

Applicants whose districts have received prior three-year cycle grant awards are required to complete Goal 9 and create either:

1. An **additional academic goal** (Goal 10), **or**
2. **Two additional compliance goals** (Goals 10 and 11).

See page 10 of this document for examples of academic and compliance goals.

Additional Goals (pages 12-16)

Applicants may include up to five additional goals to potentially increase their over-all application rating. **Only applications with two additional goals, above the required goals, will be able to qualify for an "Excellent" rating.**

Creating Goals

Recommendations for developing grant goals are as follows:

1. Goals should be logically related to some identified need.
2. Goals should be clearly and succinctly written, and be measureable.
3. Goals may be created annually or be valid for multiple years.

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Creating Objectives

Objectives should be specific, measurable, and refer directly to the goal. Recommendations for program objectives are as follows:

1. Objectives provide the framework by which a given goal is met, reduced, or satisfied. Clearly written objectives also provide the basis for future evaluation activities.
2. Objectives are measurable, time limited, logically related to goals, and describe outcomes for students, staff, families, etc.
3. Develop clearly written, **specific** objectives that can be measured annually without undue burden to the district.
4. The objectives should answer the five W's – **what**, **when**, **where**, **who**, and **why**, as well as how much (measurement standards for academic improvement).

Table Completion

Complete the rest of the goal table as described below.

1. **Activities** - Activities need to complement the goal and objectives.
2. **Has Goal Been Accomplished?** - Check this box when the goal is accomplished. Most goals should not be accomplished at the time of the application. Applicants must complete the budget sections of each "fully achieved" goal.
3. **Date To Be Accomplished** - Enter the date expected for completion of the goal. Only use numbers when entering dates (i.e., xx/xx/xx).
4. **Person/Position Responsible** - Enter the names and titles of the staff members or community agency members who will be responsible to complete the goal, objective(s), and activities.
5. **EHCY Grant Amount** - Enter the **approximate** amount of EHCY grant funds that will be used to accomplish the goal.
6. **Budget Amount/Specify Funding Source** - Budget amounts do not have to be exact, but should provide an approximation of how grant/Title I/district/ARRA funds (if applicable) are used in the EHCY program. If a goal is utilizing Title I or ARRA funds, please enter the amount. The Title I section should be completed for each goal, even if a "0" amount is reported.
7. **Measurement** - Describe how the goal and objectives will be measured.
8. **Actual Outcomes** - Leave this section blank. This section will be completed as part of the End-of-Year Report process.
9. **Adjustments** - Leave this section blank. This section will be completed as part of the End-of-Year Report process.

VI. Application Rating

This is a competitive grant process. Applications will be read by grant reviewers and given an **Excellent, Good, Fair**, or **Poor** rating depending upon the criteria below. Applicants may include five additional goals to potentially increase their over-all application rating. **Only applicants with at least two additional goals above the required goals will be able to receive an "Excellent" rating.**

DPI staff, along with outside reviewers, will evaluate grant applications. Reviewers will use the rubrics found in Appendix B to evaluate applications. The DPI will contact the Homeless Liaison/Contact Person as identified in the application if there are any questions or concerns. The DPI will provide written notification of grant awards upon review of all grant applications.

Excellent – responses completely satisfy all of the descriptors under each goal/section of the application and the application has developed at least two additional goals beyond application requirements.

Good – responses answer most, but not all, of the descriptors under each goal/section of the application.

Fair – responses give an indication of the major focus of the homeless program under each goal/selection of the application, but many details are left out, leaving the reviewer with significant questions about how the district's homeless program will function.

Poor – the application has insufficient information under each goal/section of the application, leaving the reviewer with large gaps in understanding about how the district's homeless program will function.

VII. Grant Funded Annual Report Timelines

Awarded recipients will be required to complete the EHCY program reports below.

Required Reports	Due Dates
Notification of Grant Awards	September/October 2009
Revised Budget	September/October 2009
Lobbying Disclosure Form	September/October 2009
ARRA Quarterly Fiscal Reporting (prior Three-Year awardees)	To Be Determined
Mid-Year EHCY Report	March 1, 2010
EHCY Final Budget Modifications	May 1, 2010
WKCE/Consolidated End-of-Year Data	September 1, 2010
EHCY End-of-Year Report	September 30, 2010

VIII. Application Due Date

All applicants must submit two forms:

1. *Three-Year Application, Education for Homeless Children and Youth (EHCY), PI-9550-XC-Yr3-App* (Rev. 05-09), and
2. *Three-Year Plan and Evaluation for Education for Homeless Children and Youth (EHCY) Grant Program, PI-9550-XC- Yr3 Plan* (Rev. 05-09).

Both forms and required copies must be **received** by the DPI **no later than 4:30 pm on June 12, 2009**. Applications received **after** 4:30 pm on June 12, 2009, will **not be considered for funding**.

1. Paper Applications (Required)

Mailed EHCY grant applications need to consist of one grant application with original signatures, along with six additional copies of both forms. All mailed EHCY applications should be received by the DPI no later than 4:30 pm on June 12, 2009.

Mail paper applications to:

Wisconsin Department of Public Instruction
Attn: Kathy Trotta
Title I and School Support Team, 3rd Floor
Education for Homeless Children and Youth (EHCY) Program
P.O. Box 7841
Madison, WI 53707-7841

2. Electronic (Optional)

Send electronic EHCY grant applications to Kathy Trotta at kathleen.trotta@dpi.wi.gov. After submitting the electronic application, one paper application with original signatures and six additional copies must be received by the DPI no later than 4:30 pm on June 12, 2009.

Please contact Mary Maronek, Coordinator, EHCY program, at mary.maronek@dpi.wi.gov or (608) 261-6322 regarding questions about this application.

IX. Examples of Compliance Goals

The following are examples of compliance goals:

- By the end of the 2009-10 school year, EHCY program staff will establish procedures to assist with the transition of 70 percent of preschool children from families who are homeless into the district's three-to-five year old special education and preschool programs.
- By the first semester of the 2010-11 school year, an assessment process will be established to ensure students who are homeless are placed in appropriate grade-level classes within two weeks of enrollment.
- By the end of the 2009-10 school year, ten community agencies listed in the district's community agency directory will establish *Exchange of Information Agreements* with the district.
- By the end of the 2009-10 school year, procedures will be established to ensure students identified as homeless will receive free school meals, transportation services, and free school books, supplies, and course fees waivers (as appropriate).
- By the first semester of the 2010-11 school year, 70 percent of parents who are identified as homeless will participate in a district-sponsored reading program to encourage parents to read to their children at least three hours a week.
- By 2010-11, the district will enter into transportation agreements with three surrounding public school districts to transport students who are homeless to their school of origin.

X. Examples of Academic Goals

The following are examples of academic goals:

- By the end of the 2010-11 school year, 85 percent of all high school students who are homeless will obtain at least a C in every subject for one semester.
- By the end of the first semester of the 2010-11 school year, middle school students who are homeless will increase their reading level by one grade level as measured by the STAR pre- and post-reading assessment test.
- Preschool children from families who are homeless, who attend the district's Title I preschool program for a full year, will be able to identify basic colors, the letters of the alphabet, and recite numbers 1 through 10, as evaluated by their preschool teacher.
- By the end of the 2009-10 school year, students who are homeless will increase their vocabulary word use by 300 words, measured quarterly by their classroom teacher.
- At least 70 percent of students identified as being homeless will know their grade-level math facts by the end of each academic year, as determined by their classroom teacher.
- District staff will develop a counseling support program to help at least 80 percent of students who are homeless achieve academic stability after participating in the program for a year, as measured by a passing grade in all subject areas.
- By the end of 2010-11 school year, 70 percent of homeless high school seniors will continue on to college or technical school after graduation.

APPENDIX A

**FUNDABLE ACTIVITIES UNDER THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT
PART B, AS AMENDED BY NO CHILD LEFT BEHIND, TITLE X**

“(d) AUTHORIZED ACTIVITIES.—A local educational agency may use funds awarded under this section for activities that carry out the purpose of this subtitle, including the following:

- (1) The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.
- (2) The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and students with limited English proficiency, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in vocational and technical education, and school nutrition programs).
- (3) Professional development and other activities for educators and pupil services personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.
- (4) The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
- (5) The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).
- (6) The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
- (7) The provision of services and assistance to attract, engage, and retain homeless children and youths, and unaccompanied youths, in public school programs and services provided to non-homeless children and youths.
- (8) The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities. H. R. 1—580
- (9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or medical records, academic records, guardianship records, and evaluations for special programs or services.
- (10) The provision of education and training to the parents of homeless children and youths about the rights of, and resources available to, such children and youths.
- (11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
- (12) The provision of pupil services (including violence prevention counseling) and referrals for such services.
- (13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence.
- (14) The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.
- (15) The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
- (16) The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school.”

Contact Mary Maronek, Coordinator, Education for Homeless Children and Youth Program, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI, 53707-7841, (608) 261-6322, or mary.maronek@dpi.wi.gov for more information about homeless issues.

January 15, 2003